



## Spelling

Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others

*I can break down spoken words into their sounds and spell some correctly.*

**Spell words containing each of the 40+ phonemes already taught.**

*I can spell words containing each of the letter sounds I have been taught.*

Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes

*I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them*

Spell a few common exception words (e.g. I, the, he, said, of)

*I can spell a few common exception words*

Spell some common exception words.

*I can spell some common exception words.*

Spell the days of the week.

*I can spell the days of the week.*

**Name the letters of the alphabet in order.**

*I can name the letters of the alphabet in order.*

Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

*I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.*

Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.

*I know the plural rule and can use -s and -es in the right place.*

Add prefixes and suffixes using the prefix un-.

*I can add un- to the start of a word to make a different word.*

Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.

*I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.*

Apply simple spelling rules and guidance, as listed in English Appendix 1.

*I can use simple spelling rules.*

**Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**

*I can write the correct spellings in simple sentences I hear my teacher say.*

Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)

*I can spell words by picking out the sounds*

## Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.

*I can sit correctly at a table, holding a pencil comfortably and correctly.*

Form most lower-case letters correctly

*I can write most lower-case letters correctly*

**Form lower-case letters in the correct direction, starting and finishing in the right place.**

*I can write lower-case letters in the correct direction, starting and finishing in the right place.*

Form capital letters.

*I can write capital letters.*

Form digits 0-9.

*I can write numbers 0-9.*

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

*I can see which letters belong to which handwriting 'families'.*

## Composition

Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher

*I can write sentences by saying out loud what I am going to write about.*

Write down one of the sentences that he/she has rehearsed

*I can write down a sentence I have practised*

Compose and write sentences independently to convey ideas

*I can write sentences on my own*

**Write sentences, sequencing them to form short narratives (real or fictional)**

*I can join my sentences together to make a story.*

**Write sentences by re-reading what he/she has written to check that it makes sense.**

*I can read my sentence and check that it makes sense.*

Discuss what he/she has written with the teacher or other pupils.

*I can talk about my writing with my teacher or children in my class.*

Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

*I can read my sentence out loud so that children in my class can hear and understand me.*

## Vocabulary, Grammar & Punctuation

Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun.

*I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes.*

Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.

*I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper.*

Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat.

*I can show you how un- added to the beginning of a word can change its meaning.*

Understand how words can combine to make sentences.

*I can put words together to make sentences.*

Join words and clauses using and.

*I can use joining words like 'and'.*

Separate words with spaces.

*I can use spaces between words.*

**Use capital letters and full stops to demarcate sentences in some of his/her writing.**

*I can use capital letters and full stops.*

**Begin to punctuate work using question marks and exclamation marks**

*I can use question marks and exclamation marks*

Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.

*I can use capital letters for names, places, the days of the week and the word 'I'.*

Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark

*I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.*

